

Glenns Ferry Jt District #192

Elmore County

820 Highway 30, Glenns Ferry, ID 83623

Phone: (208) 366-7436 Fax: (208) 366-7455

Dr. Karen F. Ernest, Superintendent

District Characteristics 2002-03

Fall Enrollment	610	Special Education:	
Average Daily Attendance.....	556	Special Education Students.....	88
State Ranking Per ADA.....	66	Gifted and Talented Students...	12
Number of Schools (sites):		Number of LEP Students**.....	146
Elementary.....	1	National School Lunch Program:	
Secondary.....	2	Average Daily Participation.....	412
Number of Accredited Schools:		Free and Reduced Meals.....	286
Approved.....	3	Lunch Price - Elementary.....	\$1.25
Approved with Merit.....	0	Lunch Price - Secondary.....	\$1.50
Approved with Warning.....	0	Pupil Transportation Program:	
Not Approved.....	0	Average Daily Ridership 2001-02	355
High School Diplomas Regular....	44	District Owned Operation	
Other Completions*	0		
Graduation Completion Rate...	94%	* Certificates of Completion issued by the district	
		** Limited English Proficient (LEP)	

Superintendent's Highlights

The 2002-2003 school year has been exciting and challenging. The district's strategic plan continues to focus on five areas including 1) improving student achievement, 2) promoting a positive school climate, 3) updating facilities, 4) leading the way in technology, and 5) increasing communication with staff and community.

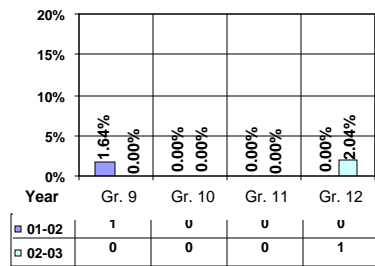
No doubt, working toward the goal of improving student achievement has taken most of the staff's time and energy. *No Child Left Behind* legislation has provided the impetus for us to reexamine what we are doing, investigate what other disadvantaged schools are doing to become high-performing schools, and make the needed changes. One strategy for improving student achievement is to align what is written, taught, and tested. The district has successfully completed the mathematics and language arts curriculum documents. Work has also been done in the areas of science, social studies, and health. Professional development has focused on what we can do to effectively implement this standards-based curriculum.

Student Profiles

Ethnicity

Race	Male	Female	Total
White	30.81%	25.25%	56.06%
Black	0.33%	0.33%	0.66%
Hispanic	22.13%	19.84%	41.97%
Nat. Amer.	0.66%	0.16%	0.82%
Asian	0.33%	0.16%	0.49%
Total	54.26%	45.74%	100.00%

Dropouts



Progress Towards Meeting District Goals

2002-03 Goals

Progress

Continue to align what is written, taught, and tested.

Curricula have been aligned in the areas of language arts, mathematics, science, social studies, and health. Teachers are beginning to use IRI and ISAT data to make adjustments in the curriculum.

Improve reading achievement with a special focus on reading in the elementary. Our goal is "90% of our students will read at grade level by the end of the third grade."

Student performance on the IRI continues to improve, but not consistently. From the fall to spring administration of the test, kindergarten and second grade showed the most gains by advancing from 21% to 35% and from 31% to 56% of the students reading on grade level, respectively, as measured by the IRI.

Continue to follow Idaho's Roadmap for Implementing State Standards.

The district is on track with the goals set by the state.

Continue to implement the High Schools That Work reform model for a second year.

The high school staff has effectively implemented several key principles characteristic of the reform model including increased graduation requirements, an advisement period for students, and the establishment of teacher focus teams.

Provide professional development for staff in the areas of technology integration, positive behavior support, project-based learning, interpreting ISAT data, teaching in extended periods of time, comprehensive literacy, and reading across the curriculum.

Professional development in all areas listed (and more) was provided to staff.

Create a plan and conduct a bond campaign that will provide for facility needs.

A bond election for \$4.4M was conducted in May. The bond failed.

Continue to maintain and update the facility.

A bathroom at the elementary was remodeled. One classroom was carpeted.

Financial Information 2002-03

	M & O Fund	%	All Funds	%
Revenues:				
Local Taxes	\$573,150	17.22%	\$698,640	16.44%
Other Sources	56,422	1.69%	117,980	2.77%
State	2,699,493	81.09%	2,804,700	65.95%
Federal	0	0.00%	631,180	14.84%
Total	\$3,329,065	100.00%	\$4,252,500	100.00%

Supplemental Information

Property and Agricultural Equipment Replacement Taxes.....	\$235,290
Lottery Revenues.....	\$21,948
Technology Grant.....	\$33,560

Expenditure:	Total	%	ADA	Rank
M & O Instruction	\$1,994,881	62.51%		
M & O Support Services	1,149,873	36.03%		
M & O Other	46,496	1.46%		
Total M & O	\$3,191,250	100.00%	\$5,736	65
Total All Funds	\$4,180,500	100.00%	\$7,515	72

Tax Levies 9-1-200:	Total	Per ADA	Rank
Property Market Values	\$178,842,545	\$321,659	42
Total General M & O Levies	0.002920446		43
Total District Levies	0.003866462		98

Staff Data 2002-03

District Personnel:	FTE	ADA To FTE	Teachers Salaries:	Rank
Elementary Teachers	19.00	14	Beginning Salary on Schedule	\$25,000
Secondary Teachers	22.20	13	Highest Salary on Schedule	\$44,225
Administrators	4.10	136	Average Elementary Teacher's Salary	\$34,779 98
Other Certified Staff	1.80	309	Average Secondary Teacher's Salary	\$33,074 109
Total Certified Staff	47.10	12	Superintendent's Salary	\$72,131 76
Total Non-Certified Staff	27.00	21		

Note: Rank represents how this district compares to the other 113 public school districts in the State of Idaho; high to low (1 being the highest).

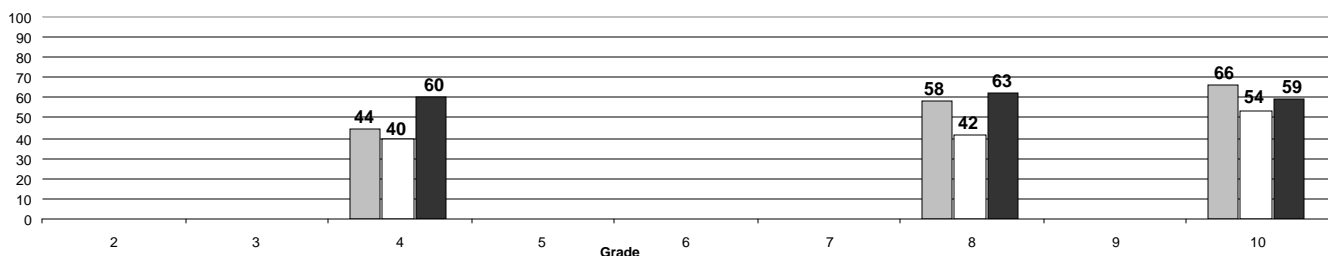


Academic Assessments 2002-03

Percent of Students
Proficient/Advanced

Idaho Standards Achievement Tests (ISAT) Spring 2003

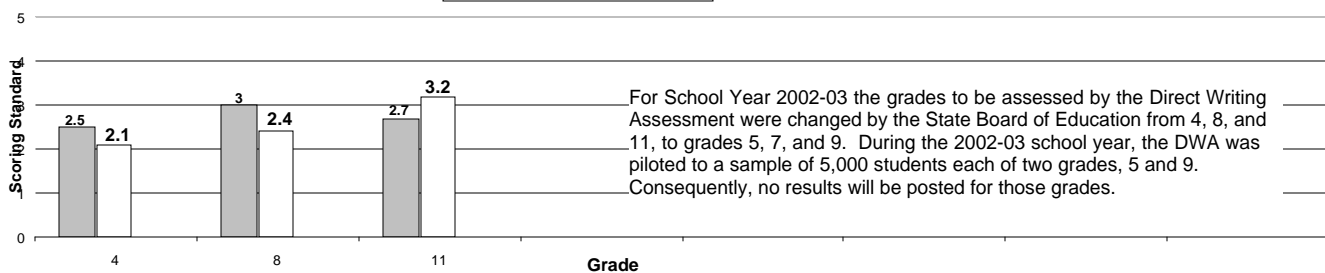
Reading Mathematics Language



In order to meet the terms of the compliance agreement with the U.S. Department of Education and the requirements of No Child Left Behind, the 2003 Spring ISAT administration assessed students in grades 4, 8, and 10, in the areas of reading, language arts, and mathematics. Additional grade levels will be assessed in each of the next two years in order to be in complete compliance by 2005.

Direct Writing Assessment

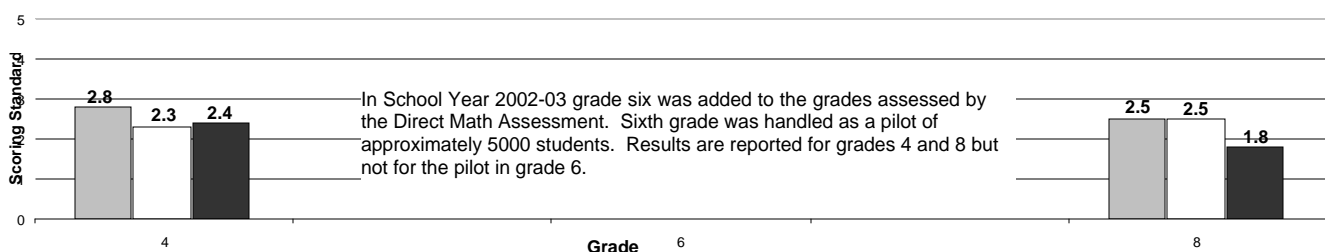
2000-01 2001-02



For School Year 2002-03 the grades to be assessed by the Direct Writing Assessment were changed by the State Board of Education from 4, 8, and 11, to grades 5, 7, and 9. During the 2002-03 school year, the DWA was piloted to a sample of 5,000 students each of two grades, 5 and 9. Consequently, no results will be posted for those grades.

Direct Math Assessment

2000-01 2001-02 2002-03



In School Year 2002-03 grade six was added to the grades assessed by the Direct Math Assessment. Sixth grade was handled as a pilot of approximately 5000 students. Results are reported for grades 4 and 8 but not for the pilot in grade 6.

Scoring Standard: 5 = Advanced, 4 = Proficient, 3 = Satisfactory, 2 = Developing, 1 = Minimal